DOCUMENT RESUME

ED 351 589 CE 062 491

AUTHOR	Lewandowski, Carol
TITLE	English as a Second Language II for Hospital Staff.
INSTITUTION	Mercer County Community Coll., Trenton, N.J.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	92
CONTRACT	V198A10206
NOTE	85p.; For related documents, see CE 062 480-501.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; Communication Skills; Daily Living Skills; Employment Potential; *English for Special Purposes; *Food Service; *Hospital Personnel; *Housekeepers; Job Skills; Limited English Speaking; Literacy Education; *Second Language Instruction; Skill Development; *Vocational English (Second Language)
IDENTIFIERS	*Workplace Literacy

ABSTRACT

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to improve the English speaking and reading skills of non-English-speaking hospital housekeeping and food service staff, the course focuses on the skills needed to communicate effectively on the job. The materials for the 24-hour course include the following: a course outline; objectives; a topical outline; a curriculum outline; vocabulary; 12 lessons for English as a Second Language (ESL) Level II and 16 lessons in Basic ESL for dietary and housekeeping hospital staff. Lessons consist of objectives, information, and exercises. Topics covered are as follows: understanding and applying directions, patient relations, understanding forms, and reporting information. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED351589

ENGLISH AS A SECOND LANGUAGE II FOR HOSPITAL STAFF

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Prepared Under a United States Department of Education
National Workplace Literacy Program Grant to
MERCER COUNTY COMMUNITY COLLEGE
Center for Training and Development
1200 Old Trenton Road
Trenton, NJ 08690

Elaine S. Weinberg
Director, Workplace Skills Project

CE062491

BEST COPY AVAILABLE

Acknowledgements

This manual was developed and taught for Haitian hospital dietary and housekeeper staff at a hospital by Carol Lewandowski. She supplemented all material with actual equipment used by the staff. With much appreciation, we thank Carol for the time and effort she put into her classes.

OVERVIEW OF WORKPLACE LITERACY PROJECT

Skills for Tomorrow, NOW

The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.

COURSE OUTLINE

ESL -LEVEL 2 - FOR HOSPITAL STAFF

Course designed to improve the English speaking and reading skills of hospital housekeeping and food service staff. The curriculum focuses exclusively on skills needed to communicate effectively on the job. Lessons include vocabulary, grammar, form completion, and role playing.

OBJECTIVES

Upon completion of this course, students will be able to:

- Communicate effectively in English with patients and staff
- Read information needed to perform job effectively
- Complete forms correctly
- Report information to supervisors and patients

TOPICAL OUTLINE

- Understanding and applying directions
  - hospital signs
  - names for places/things
  - numbers
  - locations
  - sequence
- Patient relations
  - greetings and small talk
  - requests
  - time phrases and real time
- Understanding forms
- Reporting information

OTHER

- 24 hours

SFMC/MCCC WORKPLACE SKILLS PROJECT
HOUSEKEEPER/DIETARY CURRICULUM
FALL 1991

Goals of English as a Second Language Program:

1. Understanding and applying directions
2. Patient services and communication
3. Completing forms
4. Reporting information

Method:

Oral communication and role playing situations

Communications needs:

Housekeepers need to communicate with:

- VP General Services -
- Chief Supervisor -
- Supervisor -
- Immediate Supervisor
- Senior Housekeeper
- Co-workers
- Patients
- Nurses

Dietary need to communicate with:

- Chief Supervisor -
- Supervisor -
- Co-workers
- Patients
- Nurses

Authority (from low to high)

- Unit Supervisor
- Kitchen Manager - Lillian Deason
- Assistant Director - Rich Dello Bueno
- Director - Mike Manning

LEVEL ONE:

Curriculum Outline

I. Understanding and Applying Directions: 6 hours

- Expectations

1. Recognizing Hospital signs
   Vocabulary - Proper names for places/things
2. Recognizing room numbers
   Vocabulary - Cardinal numbers (873)
3. Going to correct locations
   Vocabulary - Ordinal numbers - first floor, ground floor
4. Putting items in correct place, or doing tasks in sequence
   Vocabulary - first, last, middle, in front of, behind, over, under, between, etc.

II. Patient Relations 6 hours

- Expectations

1. Greetings and small talk
   Good morning, _____, I am _____, your housekeeper for today/or I have your lunch
   Weather-it is hot today
   Proper titles
   Mr., Mrs., Ms.
   Have a nice day
   Personal identification - My name is
2. Requests from patients and supervisors
   - Implications of present, future, questions form of expression
     May I come in?
     May I clean your room now?
     Go to Room 324 next, later, after, etc.
     Could I have some water?
     (medical rational for negative answer)
     How long have you been (perfect tense)
3. Understanding time phrases (approximate time - present and past)
   - In ten minutes
   - In one hour
   - Later
   - Soon
4. Real time (for time clocks and time sheets)
   - Months, days of week, hours and minutes
   - discharges are <u>at</u> 12:00 - not about 12:00
   - Meals on Wheels at 10:30

III. Understanding forms 6 hours

- Expectations

1. Use actual forms to translate information
   Work schedule
   menus
   vacation request
   late tray signs
   truck logs
   memos, etc.
2. Understanding pay stubs
   Calculate hours worked, difference in pay for shifts
3. Interpreting work schedules
   - days off
   - time off
   - where to be when
   - reading charts
4. Time clock
   Press A (arrive), press enter
   Press D (leave), press enter

IV. Reporting Information 6 hours

- Expectations

1. Calling in sick or late - providing complete, accurate information
   -System - person calls in one hour before to be paid (dietary, or after 6 am (Environmental Services)
2. Reporting repairs
3. Reporting patient requests
4. Accidents
   Vocabulary
   Be careful
   hurt, pain, rash, swell, bleed
5. Safety issues
   Fire extinguisher, chemicals, infection control, wet floors, gloves and mask
   - Fire hose types: A=universal, B=grease fire, C=electrical
6. Emgergency Evacuation signs
   Map reading, universal symbols = stairs, door, fire extinguisher
6. SS#, Telephone #

Vocabulary

Identify supplies - visual, oral and written

Housekeeping

batteries, charger
beds
bags
basic cleaning
basket
bath and tub
buff machine
caution wet floors
colors - black (patient trash cans)
blue (linen and soiled and contagious)
beige and gold (for cleaning cart)
green (confidential - burn contents)
clear (recycling)
8th floor psych floor - colors:
blue- isolation - respiratory
X=wear mask
gold-reverse isolation-burn patient
yellow-contact isolation
colors - purple (floor stripper)
white (wax refinisher)
blue (Windex)
Uniforms - blue and white- seniors who want to be supervisors
- gold (cleaning)
complete cleaning
cor, corridor
do not throw out
dust floor
gloves and mask
green-red=safety
keep
lav, lavatory
lunch
mop
non-patient
ob/gyn
patient
patient bedding
pt. rm. lav. = patient's room lavatory
recycling
soap
smoking lounge
stairs
stairwell
storage room
stripper

visitor's lounge
Thor
trash

Vocabulary

Federal
gross pay
holiday
insurance
meals
net pay
overtime
regular
shifts
sick
State
totals
uniforms
vacation
vacation
weekends
YTD
time and a half

Dietary

all cans and plastic only
cart
caution
cereal, specific types
condiments - specific types, including salt and salt-free
danger
fire extinguisher
food items-breakfast, lunch, dinner
glass
hot
no loose trash
pitcher
pull in case of a fire
recycle only
silverware - knife, fork, soup spoon (tablespoon), teaspoon
toast, breads
trash bags only
tray
wash your hands before handling food
wet floor

Shifts:

8-4:30 - patient services-
contact with patients

6 am - 2:30 pm - general services (offices)

2-10:30 general services - floor, discharge, emergency rooms

ESL - Level II

Lesson: 1

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly identify hospital signs.
2. Correctly identify room numbers.
3. Correctly identify colors.
4. Greet patients, co-workers, and supervisors.
5. Relay simple information to patients, co-workers, and supervisors.
6. Ask simple questions.

Lesson 1

Vocabulary:	Verb tenses:	role plays:
Hospital signs	simple present	greetings
Colors		simple info.
Room Numbers		

FORM: Project Assignment Sheet -- Room numbers

G/A
What does this sign mean? It means _____.
What color is this sign? It is _____.
What room is this? This is room number _____.
Is this room # ____ or # _____ ?
Yes, it is. No, it isn't.

Reading of room numbers:

123 -- can be read as "one, twenty three" or "one hundred twenty three"

479 -- can be read as "four, seventy nine" or "four hundred seventy nine"

106 -- can be read as "one, oh six" or "one hundred six"

continue with other examples

Greetings:

Hello, my name is _____.
I am _____. your housekeeper.
My name is _____. and I have your lunch.
Good morning / good afternoon / good evening
Have a nice day
Review of proper titles: Mrs., Mr., Ms.

Role plays:

-- "Hello, how are you today?"
-- "Fine, and you?"
-- "Just fine, thanks."

--"Hello, how are you doing today?"
--"Not too bad. What about you?"
--"Okay."

Relaying simple information:

My name is _____.
My telephone number is _____.
My social security number is _____.

Asking simple questions:

what is your name?

BEST COPY AVAILABLE

What is your telephone number?
What is your social security number?

ESL - Level II

Lesson: 2

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly ask for directions to locations in the hospital.
2. Go to correct location when given directions.
3. Give directions to locations in the hospital when asked.
4. Use ordinal numbers to identify floors of the hospital.
5. Ask questions containing possessives.
6. Correctly use simple present tense and command forms.
7. Correctly ask, give, and follow directions involving where to place items.
8. Follow a hospital map.
9. Demonstrate understanding of a trayline assignment sheet.

Lesson #2

Vocabulary:	verb tense:	role plays:
cart items	simple present	giving and
menu items	command form	asking dir.
ordinal numbers		
possessives		

Ordinal numbers: first, second, third, etc.
Practice use of ordinals with floors:
We are on the third floor.

FORMS: hospital map, trayline assignment sheet

Q/A
Which floor are we on? We are on the _____ floor.
Which floor is the _____ on?

Directions -vocabulary with prepositions: to the left/right, straight ahead, around the corner, down the hall, upstairs, downstairs, across the hall, elevator, get in/get out of, stairs.

Q/A
Where is the elevator?
Where are the stairs?
On which floor do you get into the elevator?
On which floor do you get out of the elevator?
Do you take the stairs or the elevator?

Possessives: my book, mine: your book, yours: etc.

Q/A
Is this my pen or your pen?
Is this mine or yours?
Whose pen is this?

More complicated directions with possessives:
Where is the unit clerk's desk?
Which floor is Dr. Smith's office on?
Where is the men's room?

Role Plays: Asking and giving directions

--"Excuse me. Where is the elevator?"
--"It's straight ahead and to the right."
--"Thank you."
--"You're welcome."

--"Excuse me. How do I get to the cafeteria?"
--"Go downstairs to the first floor."
--"Thanks."
--"No problem."

--"Excuse me. Which way is Dr. Camp's office?"
--"I'm sorry. I don't know. Ask at the desk."
--"Okay. Thanks."
--"You're welcome."

--"Where do I put the orange juice?"
--"Put it next to the plate, to the left."

--"Where do I put the soup?"
--"Place it next to the sandwich, to the right."

Lesson: 3

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly use placement prepositions.
2. Correctly follow sequence commands.
3. Correctly use an environmental services checklist, a tray assignment form, and a quality control check sheet.

Lesson 3

Vocabulary:	Verb tenses:	role plays:
Prepositions	simple present	questions
(placement)	command form	of seq.
Sequence: first, last,	pres. progr.	
Before, after		

Vocabulary: next to, in front of, behind, between, across from, under, over, on, etc.

FORMS: Environmental services checklist, tray assignments, quality control check sheet

Q/A
Where is the cleaner? It is next to the brush.
Where is the brush? It is on the cart, behind the bottle.
Is the cleaner in the closet or on the cart?

Sequence/Commands phrasal verbs: take X from Y, put X back, take X off, put X on, put X away, place X, put X, remove X

Commands:
Put X on the cart. Take X from the cart.

Q/A
What are you doing? I am putting X on the cart.

Time words: now, before, after, first, last, then

Directions: First put the cleaner on the cart, then take the brush off of the cart. Last, put the brush back on the cart.

FORMS to be used: Quality Control Check sheet, Tray Assignment sheet

Role Plays:

--"Where do I put the milk?"
--"On the tray, next to the plate."
--"Okay, thanks."
--"You're welcome."

--"What are you doing now?"
--"I'm putting the products on the cart."
--"Are you putting the products away?"
--"No, I'm not."

--"Do I vacuum or dust first?"
--"Dust first, then vacuum."

--"What do I do first?"
--"Dust first. then vacuum."

Role play:
--"Are you putting the plates away?"
--"No, I'm not."
--"When do you put them away?"
--"I put them away after I clean them."

ESL - Level II

Lesson: 4

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Ask and answer questions involving real time.
2. Fill in time correctly on worksheets.
3. Correctly use the simple past tense in sentences.
4. Use correct terms for asking permission and making requests.
5. Demonstrate understanding of simple requests made by patients and supervisors.

Lesson #4

Vocabulary:	Verb tenses:	Role plays:
real time	simple past (did and was)	permissives and requests

Time vocabulary: days, months, almost, exactly, a.m., p.m., noon, midnight, at night, in the afternoon/morning, on the weekend, during the week, ago, last week/month/year, seasons, ordinals with dates.

FORMS: worksheet, late tray logs, schedules (simple schedules at first)

Past Tense:
I cleaned this room yesterday, but I didn't clean the other room.
I put the sugar on that tray, but I didn't put salt on it.
I saw Mr. Jones three days ago.
She watched T.V. last week.

Q/A
What's the date today? Today is August 23, 1991.
What was the date yesterday? Yesterday was Aug. 22, 1991.
Is today Monday or Tuesday? It's Tuesday.
Was yesterday Monday or Sunday? It was Monday.
When did you see Mrs. Lewis? I saw her two days ago.
How long ago did you see her? I saw her two days ago.
What did you do yesterday? I dusted the rooms.

Review of prepositions (for time use):
I work during the week, but not on the weekend.
We celebrate Christmas on December 25th.
We celebrate Christmas in December.
My birthday is in the fall.

Permissives and requests:
May I? Can I?

Role plays:
--"May I come in?"
--"Yes, come right in."

--"May I take your tray?"
--"Yes, thank you."
--"You're welcome."

--"May I have some water?"

--"Let me call your nurse for you."

--"Can I have some ice cream with dinner?"
--"Let me get your nurse for you."

--"Could you open the window?"
--"I'll get your nurse for you, okay?"
--"Thanks a lot."

--"Could you give me that magazine there?"
--"Sure. Here you are."
--"Thanks a lot."
--"Don't mention it."

ESL - Level II

Lesson: 5

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use and understand time phrases such as "in ten minutes".
2. Correctly relay information concerning illness.
3. Correctly use simple future tense in sentences.
4. Correctly use the causatives let and make.
5. Correctly ask for time off.
6. Correctly complete overtime, time sheet, and worksheets

Lesson #5

Vocabulary:	Verb tenses:	Role Plays:
time expressions	simple future	asking for time off
sick expressions	causatives - let/make	calling in sick

Vocabulary: in 10 minutes, 1 hour from now, soon, next, next week/month/weekend/year, after; have a headache, stomache ache, backache; have a cold, the flu (influenza), have a fever, take your temperature

FORMS: overtime, time sheet, worksheet

Simple future tense:
I will go to room #45 next.
I will work next week, but I will not work next weekend.
We won't put the salt on those trays.

Q/A
Where will you go after you clean this room?
I will go to the next room.
When will you pick up the trays? I will pick them up soon.

Causatives:
My supervisor lets me eat lunch in the cafeteria.
My supervisor makes me come to work on time.
I don't let the patients move the cart.
I don't make the guard wait for me.
Pizza makes me sick.
Let me know if we can take the trays away.
I'll let you know when the next holiday is.

Q/A
Does working make you tired?
Will the doctors let the new patients exercise?
What makes you sick?
Who let you know about the party?

Phrasal verbs: take off, be off, have off, call in sick, pick up, drop off

Q/A
When will you pick up the garbage bags? I'll pick them up in one hour.
Will you have August 30th off? Yes, I will.
Will you take off your birthday? No, I won't.
Because I have a headache, I will call in sick.

BEST COPY AVAILABLE

Role Plays:

--"Hello, this is _____. I am calling in sick today."
--"Are you okay?"
--"No, I have a headache and a fever."
--"Okay. I'll let your supervisor know. Take care."
--"Thank you."

--"I want to have some time off this weekend."
--"How about Saturday morning?"
--"That will be fine. Thanks."
--"Sure."

Lesson: 6

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly relay information using frequency and duration time words.
2. Correctly use the present perfect tense in sentences.
3. Correctly complete a time sheet.
4. Correctly complete staff check in and out procedures.
5. Engage in simple small talk not directly related to work responsibilities.

Lesson #6

Vocabulary:	verb tense:	role plays:
frequency time words	pres. perf.	checking in/out with time clock
duration time words		
this week etc.		small talk

Vocabulary: ever, lately, frequently, recently, already, yet, so far, this week/month/year, since, for, regular time, overtime, time and a half, compensation time

FORMS: Review of time sheet (how many hours have I worked?)

Present perfect:
I have worked three days this week.
So far, I have cleaned 10 rooms.
We have never been to the train station.
I have already put the milk on the trays.

Q/A
Have you cleaned this room yet? Yes, I have.
Have you picked up the trays yet? No, I haven't.
Have they ever visited the third floor? No, they haven't.
Have you ever visited NY? Yes I have.
(When did you go?/I went)
How long have you worked here? I have worked here for 4 months.
How long has she worked here? She has worked here since 1990.

Role plays:
--"How many hours have you worked this week?"
--"I have worked 45 hours this week."
--"You are eligible for overtime."
--"Great. Thanks for telling me."

--"Have you checked in yet?"
--"Yes, I have."

--"How do I check in?"
--"Push A when you arrive, and D when you depart."
--"Let me see if I've got this straight. A for arrive, and D for depart."
--"That's right."
--"Okay, thanks."

Small talk role plays:

--"Have you ever been to Philadelphia?"
--"Yes, I have."

BEST COPY AVAILABLE

--"When did you go?"
--"I went a month ago."

--"Have you seen the weather today?"
--"Yes. It's very nice / cold / hot."

Contrasting pres. perf. and simple past:

--"Have you seen any good movies lately?"
--"Yes. I have."
--"Oh really? What did you see?"
--"I saw _____."
--"Did you like it?"
--"Yes. I thought it was _____."

Lesson: 7

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use superlatives in sentences.
2. Fill out bank deposit and withdrawal slips.
3. Understand information included on their pay stubs.
4. Complete a checkout record.
5. Use the passive voice in sentences.
6. Ask opinion questions.

Lesson #7

Vocabulary:	verb tense:	role plays:
superlatives	passive voice	6 about stub
pay stub vocab.		asking for
bank vocab.		opinion

Vocabaulary: deducted, weekly/monthly/yearly, FICA, Federal taxes, state taxes, IRS, to file a return, deposit, withdraw, slip, account, by (time word) vs. until, by (agent indicator), endorse.

FORMS: pay stub, checkout record (bed sheet), bank forms

Phrasal verbs: take out, put in, drive up, walk up, break down, add up, set up, fill out, look up

Passive voice:
The beds are made by 3:00 p.m.
Dinner is served until 10:00 pm.
Breakfast is not served until 7:00 a.m.
The menu is broken down into 3 areas.
My salary is added up at the end of the year.
Taxes are taken out for every paycheck.
The form is filled out in pen.

With agent:
Dinner is cooked by the people in the kitchen.
The beds are made by the environmental control staff.
Our schedules are put on the board by our supervisors.

Q/A
How much is taken out every month?
How often is the garbage taken out?
When are the hours written on the shedule?
Are the rooms cleaned before or after the patient leaves?
Is the time clock set up near the entrance?

Bank role plays:

--"I want to make a deposit."
--"Fill out this form and give it to me with your check."
--"Where do I sign this form?"
--"At the bottom."

--"I want to make a withdrawal."
--"Fill out this form, and put your account number there."
--"Here you are."
--"How would you like this? Big bills or small bills?"
--"Two twenties and a ten, please."
--"Here you go."

--"Thanks."

--"I want to cash this check."
--"Did you endorse it?"
--"Yes. I did."
--"Do you have an account here?"
--"Yes, but I don't remember the number."
--"No problem. we can look it up."

Superlatives: more, the most: less. the least: good. better. the best: bad. worse. the worst

You are taller than I am. He is taller than you are. He is the tallest person in the room.

Dusting is more difficult than vacuuming. but cleaning the windows is the most difficult.

Staying in a regular room is less expensive than staying in a private room.

The breakfast trays are the least heavy. but the dinner trays are the heaviest.

Small talk role plays:
--"What is the best restaurant in Trenton?"

Lesson: 8

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Ask for and relay information concerning the duration of actions.
2. Correctly use causatives in sentences.
3. Report equipment breakdowns.
4. Understand information concerning special project assignments.
5. Ask, answer, and understand information concerning cycle schedules.

Lesson #8

Vocabulary:	verb tense:	role plays:
repair vocab.	causatives	reporting
it takes X to do Y		breakdowns
time words		

Vocabulary: machinery (specific names for machines), repairman, serviceman, cycle, have trouble with, out of order, usually, only X time, once, only X minutes

FORMS: special project forms, cycle schedule

Time: expression of duration of action

It usually takes 2 hours to clean all of the rooms.
It took me 2 1/2 hours yesterday.
It will take me only 2 hours today.
It has taken us 3 hours to read the paper once.
It will take longer to read it two times.

Q/A
How long does it take to _____?
Does it take longer to _____ or to _____?
Which takes the longest?

Causatives:

We get the machines fixed every week.
We get the repairman to fix the machines every week.
I have the nurse bring the patient water.
I have the water brought to the patient (by the nurse).

Q/A
How often do you get your hair cut?
Who do you get to help you with the cart?
When do you have the trays ready?

Role plays: reporting breakdowns

--"The vacuum cleaner is broken. It needs to be fixed."
--"What's the problem?"
--"It's making a funny noise."
--"Okay. Thanks for letting me know. I'll get it fixed."

--"I think the elevator is out of order."
--"It was working this morning."
--"Well, it isn't working now."
--"Let me call the maintenance people."

--"The light in room #775 isn't working."
--"Does it need a new bulb?"

--"No. I tried that."
--"It must be something else. I'll have it repaired."

Role plays: special projects
--"We need to have the floors mopped."
--"Okay. Let me finish this first."

--"We need to get the beds made by 3:00."
--"No problem. I'm almost done."

--"I will get you to deliver the late meals tomorrow."
--"Okay. Thanks for letting me know."

Role plays: cycle schedules
--"How often do we get the floors cleaned?"
--"We get them cleaned twice a month."

--"How often are the menus changed?"
--"The menus are changed every month."

ESL - Level II

Lesson: 9

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Understand information given on a daily inspection report.
2. Correctly report information and requests from another source.
3. Correctly use the past perfect tense in sentences.
4. Correctly use quantitative vocabulary in sentences.

Lesson #9

Vocabulary:	verb tenses:	role plays:
quantitative vocab.	rept'd speech	reporting requests
	past perfect	reporting speech

Vocabulary: some. any. none. all of. some of. none of. most of. the rest of. a lot. a little. a few: fewer vs. less: by the time.

FORM: Daily inspection report

Reported speech:
"Do you have any tissues?"
What did she ask you? -- She asked me if I HAD any tissues.

"Where is the unit clerk's desk?"
What did he ask you? -- He asked me where the unit clerk's desk WAS.

"How often do clean the trays?"
What did he ask you? -- He asked me how often I cleaned the trays.

Reporting Q/A
Did she ask you if you made the beds every day?
Yes. she did.
What did you tell her?
I told her that I made the beds everyday.

Past Perfect:
By the time I came to work. I had eaten breakfast.
When I finished cleaning room #57. I had made the bed.

Q/A
Had the nurse visited the patient by the time you saw him?
Yes. she had.

Had the patient finished eating by the time you came to take the tray?
No. he hadn't.

How many meals had you served by the time your cart broke down?
I had served 10 meals by the time my cart broke down.

Reported Speech using past perfect:

BEST COPY AVAILABLE

"Did you put away the detergent before he came?"
What did she ask you? -- She asked me if I had put the detergent away before he came.

"How many times did you check the menu?"
What did he ask you? -- He asked me how many times I had checked the menu.

Role plays:

-- "The patient asked me if I knew where the doctor was.
-- "What did you tell him?"
-- "I told him that I didn't know where the doctor was.

ESL - Level II

Lesson: 10

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly use modals in sentences.
2. Ask for, give, and follow instructions concerning hospital procedures.
3. Understand vocabulary related to properly sorting and disposing of garbage.
4. Understand information on a task schedule and an observation worksheet.

Lesson #10

Vocabulary:	verb tenses:	role plays:
advice words	modals	asking and giving advice
recycling and garbage		modalities
		small talk

Vocabulary: throw out, get rid of, keep hold of, dispose of, take (accept), turn down, put out, pick up, bin

FORMS: task schedules, observation worksheet

Modals: can, may, should, must, have to, ought to, supposed to, to be able to

I can drive a car, but I can't drive a truck.
It may rain today.
We should carry an umbrella.
They shouldn't put so much garbage in that bag.
I must lock the closet when I leave.
I mustn't smoke in the patient's rooms.
I have to take the late meals to floor #6.
I don't have to be back until 4:00.
We ought to check the cycle schedule.
I am supposed to put the condiments on the trays.
I am not supposed to throw out the glass bottles; I am supposed to recycle them.

Q/A
What should I put on my cart? You should put _____ on it.
Where should I get rid of these plastic bottles? You should get rid of them in the recycling bin.
How often can I wear these rubber gloves? You can wear them only once.
Do I have to come to work on time? Yes, you do.

Modals with varying verb tenses:
I will have to do X.
I won't have to do Z.
I had to do Y.
I have had to do Z three times this week.

We will be able to do Z.
We were able to do Y.
She wasn't able to do X on time.
I have never been able to do X.

Yesterday, I could have done Y.
Last weekend, I couldn't have done Z.
I should have done X.

BEST COPY AVAILABLE

Role plays:

--"Where should I put this cleaner?"
--"You should put it in the closet."
--"Do I have to lock the closet now?"
--"No, not now. But you will have to lock it later."

--"Could you have finished all of the menus yesterday?"
--"Yes, I could have." "No, I couldn't have."

--"He had a headache. What should he have taken?"
--"He should have taken an aspirin."

--"He has a high fever. What should he do?"
--"He should go to the doctor."

Lesson: 11

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly relay information concerning accidents.
2. Correctly use reflexives in sentences.
3. Understand patient related forms.
4. Warn people about potential dangers.

Lesson #11

Vocabulary:	verb tenses:	role plays:
accidents	modals	reporting accidents
potential accidents		asking for help
reflexives		

vocabulary: to hurt, pain, to swell, to bleed, blood, to fall, to be careful, to cut, to burn, to stab, to spill, dangerous, chemical, mask, gloves, needle, corrective action

phrasal verbs: to fall down, to fall out of (bed), to look out, to watch out, to complain about (to have a complaint), to wrap up, to take action

Reflexives: myself, yourself, himself, herself, itself, themselves, ourselves, yourselves

FORMS: patient visit/complaint/action form

Accidents with reflexives:
He hurt himself.
She cut herself.
I hurt myself picking up the heavy box.
They burned themselves on the hot trays.
He stabbed himself with a needle.

Q/A
How did he hurt himself? He hurt himself running.
When did she cut herself? She cut herself yesterday.
How did you hurt yourselves? We hurt ourselves carrying the heavy equipment.

Accidents and injuries:
He had an accident in the hallway.
She is bleeding.
There is blood on the sheet.
His ankle is red and swollen because he fell down.
The doctor wrapped up his swollen ankle.
He is complaining about the pain.

Words of warning:
Be careful!! That box is heavy.
Look out!! That floor is still wet.
Watch out!! That plate is hot.
The tiles are wet, so be careful where you walk.
The cart is heavy, so be careful how you push it.
You should be wearing gloves.
This is a dangerous chemical, so you should be wearing a mask.

The coffee is really hot, so don't spill any on yourself.
Watch out for that needle! Don't stab yourself!

Role plays with complaint form:
--"This patient is complaining about _____."
--"What is the best corrective action?"
--"I think _____ is the best corrective action."

--"The patient complained about _____."
--"What action did you take?"
--"We decided to _____."

--"Who made the complaint?"
--"The patient in room #76 made the complaint."
--"Who will have to do the work?"
--"You will have to do the work."

Lesson: 12

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Relay information concerning safety.
2. Report a fire.
3. Use gerunds in sentences.
4. Use infinitives in sentences.

Lesson #12

Vocabulary:	verb tenses:	role plays:
safety	review	safety
	vbs. with inf. and gerunds	emergency sits.

Vocabulary: fire extinguishers. to extinguish. smoke. alarm. grease. electrical. to avoid. to like/dislike. to enjoy. to inhale/exhale

Phrasal verbs: to plug in. to unplug. to put on / turn on. to put off / turn off. to leave on. to put out (fire). to keep calm. to breathe in

With machinery / electrical units:
I plug in the vacuum cleaner, and I unplug it when I'm done.
The lamp has been plugged in all day.
I turn on the lights when I enter the room. and when I leave I turn them off.
We leave the air conditining on during the summer months.
I had to put out the fire with the extinguisher.
Pull the fire alarm!
Don't inhale the smoke!

Reporting a fire to the fire department:

Hello. this is _____ at St. Francis Medical Center. I am calling to report a fire. It is a paper/ grease/chemical/electrical fire. It is on the _____ floor. Please come immediately.

Reporting a fire to a supervisor:

Hello. this is _____ . I'm calling to report a fire. It is a _____ fire. It is on the _____ floor. Please come immediately.
--Have you called the fire department? Have you pulled the fire alarm?
Yes. I have: no. I haven't.

--"There is a small/big fire on the _____ floor."
--"What kind of fire is it?"
--"It is a _____ fire."
--"Okay. Keep calm. We're on our way!"

--"There is a fire in this room."
--"Don't breathe in the smoke."

Verbs with gerunds:
prefer. enjoy. avoid. like. dislike. finish

We prefer working in the morning.
I enjoy bringing the lunch trays.
I avoid standing too close to the stove.
They dislike taking the service elevator.
After I finish working, I will punch out on the time clock.

Verbs with infinitives:
like, prefer

She likes to use the new mops.
I prefer to use the old mops.

COURSE OUTLINE

BASIC ESL FOR DIETARY AND HOUSEKEEPING HOSPITAL STAFF

Course aimed at teaching basic English skills needed for dietary and housekeeping staff to communicate with patients and staff.

OBJECTIVES

Upon completion of this course, students will be able to:

- Exchange greetings with patients and staff
- Identify days and dates
- Identify objects and furniture found in a hospital room
- Answer commands and requests from patients and staff
- Supply basic information concerning ownership, identity, placement, number, problems, and time

TOPICAL OUTLINE

- Greetings
- Calendar
- What is it?
- Whose is it and other questions
- How much?/How many?
- Commands and requests
- What's wrong?/What happened?
- Which?
- When?
- Irregular verbs
- Questions: past, present, future
- Questions: who, when, where, why

OTHER

- 24 hours

Lessons

1. Greetings
2. Calendar, What day is it?
3. What is it?
4. Whose is it?
5. Who is she?
6. Where is it?
7. How much/ How many?
8. Commands
9. Requests
10 What's wrong? What happened?
11. Which?
12. When?
13. Introduction of 4 verb tenses
14. Irregular past verbs
15. Questions: past, present, future
16. Questions: Who, When, Where, Why

Lesson: Greetings

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Greet patients and staff in English.
2. Respond appropriately when greeted.
3. Introduce people to each other.
4. Say good-bye in English.

Greetings	Responses
Good morning	Good morning
Good afternoon	Good afternnon
Good evening	Good evening
Hello	Hello
Hi	Hi
How are you?	I'm fine thanks and you?
What's happening?	Nothing much

Introductions

Joe, I'd like to introduce you to Frank
Hello Frank, I'm pleased to meet you or (How do you do Frank?)
Yes , it's nice to meet you,too or (It's a pleasure to meet you.)

Kim, I'd like you to meet my friend Larry
Larry, this is Kim an old friend from New York.
Hi, Larry It's nice to meet you.
Nice meeting you too, Kim or(it's nice to meet you too, Kim)

Oh, Dr. Smith, I'd like to introduce you to my friend, Sally Sanders
Sally, this is Dr. Smith my English professor.
How do you do, Sally? It's a pleasure to meet you.
It's nice to meet you, too, Dr. Smith.

When You Are Going To Leave

Good-bye, nice to meet you	Bye, nice to meet you too
Bye, Bye	Bye, I'll see you later
Bye	Bye, take care
See you (YA)	See you (YA)

Lesson: Calendar

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly identify the date.
2. Correctly identify days of the week.
3. Ask and answer questions concerning dates and days of the week.

1) Is New Year's Day on a Saturday this year?

2) What is the date of New Year's Eve?

3) What is the date of the first Thursday in January?

4) What day of the week is the last day of the month?

5) What day of the week is January. 25th?

Today is January 16, 1991.

A) What do you call Jan. 15th?

B) What do you call Jan. 14th?

C) What do you call Jan. 17th?

D) What do you call Jan. 18th?

E) What do you call Jan. 7-11?

F) What do you call Jan. 12-13?

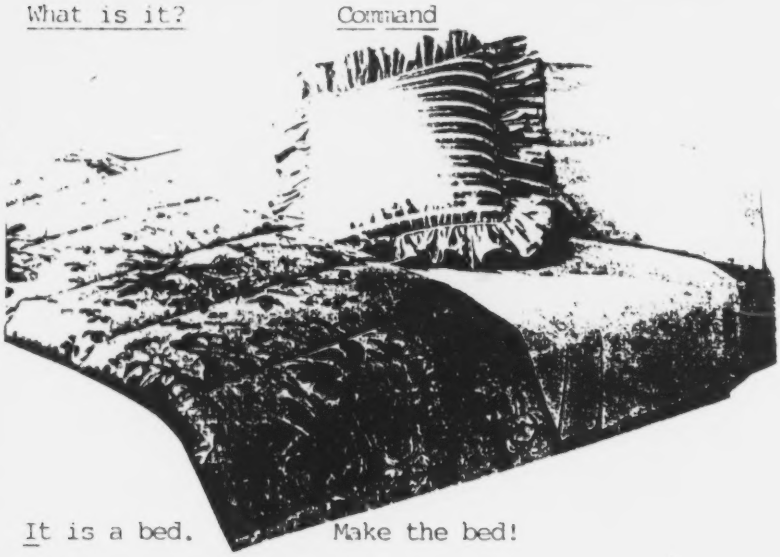
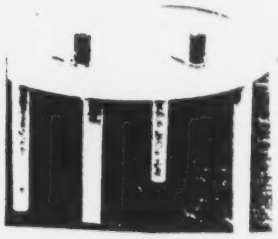
G) What do you call Jan. 21-25?

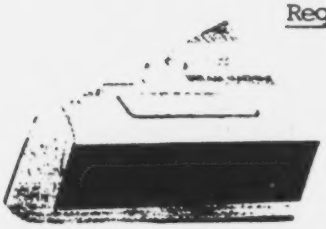
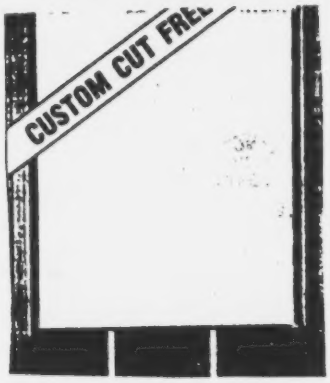
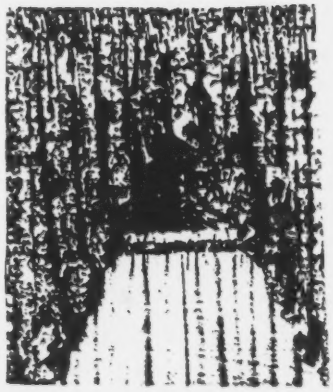
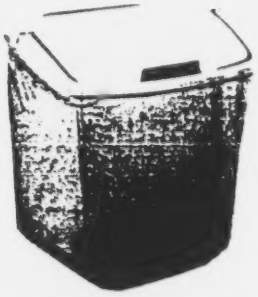
Lesson: What is it?

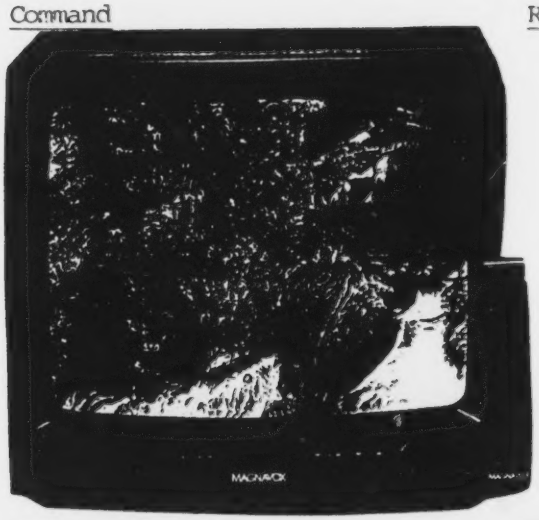
Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly identify objects commonly encountered by dietary and housekeeping staff.
2. Correctly make and respond to commands concerning common objects.
3. Correctly make and respond to requests concerning common objects.

What is it?	Command	Request
		
It is a bed.	Make the bed!	Could you please make the bed?
It is a blanket.	Get me another blanket!	Please bring me another blanket.
It is a pillow.	Give me the pillow!	May I have the pillow?
They are sheets.	Change the sheets!	Would you please change the sheets?
		
It is a table.	Put the glasses on the table!	Please put the glasses on the table.
They are glasses of Coke.	Take the glasses off the table.	Would you please take the glasses off the table?
It is a lamp.	Turn on the light!	Please turn on the light.
	Turn off the light!	Please turn the light off.
	Plug in the lamp!	Could you please plug in the lamp?
	Unplug the lamp!	Please unplug the lamp.

What is it?	Command	Request
		
It is a watch.	What time is it?	Excuse me, what time is it?
It is a clock.		Pardon me, could you tell me what time it is?
It is a chair.	Sit down!	Please have a seat.
		
It is a window.	Open the window!	Please open the window.
It is a shade.	Close the window!	Would you mind closing the window?
They are curtains.		
		
It is a garbage can.	Throw it away!	Please throw this away for me.
It is a trash can.	Throw it out!	Would you mind throwing this out for me?

What is it?	Command	Request
		
It is a television.	Turn on the T.V. !	Please turn on the T.V..
It is a T.V..	Turn off the television!	Would you mind turning off the television?
It is a fan.	Turn on the fan!	Please turn on the fan.
It is an air conditioner.	Turn the fan off!	Would you mind turning the fan off?
	Turn up the air conditioner!	Please turn up the air conditioner.
	Turn the air conditioner down!	Could you please turn the air conditioner down?
It is a telephone.	Answer the phone!	Please answer the telephone.
It is a phone.		

BEST COPY AVAILABLE

Lesson: Whose is it and other questions

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly answer questions beginning with "whose."
2. Correctly answer questions concerning the identity of a person.
3. Correctly answer questions beginning with "where."

Whose is it?

Whose is it?

It is mine.

It is yours.

It is his.

It is hers.

It is ours.

It is theirs.

Whose book is it?

It is my book.

It is your book.

It is his book.

It is her book.

It is our book.

It is their book.

Whose cleaning supplies are these?

They are mine.

They are ours.

Whose children are they?

They are mine.

They are hers.

Whose job is it to clean the rooms?

It is my job.

It is our job.

Whose supervisor is on vacation?

His supervisor is on vacation.

Their supervisor is on vacation.

Whose friend is in the hospital?

My friend is in the hospital.

Her friend is in the hospital.

Who is she?

She is my mother.

She is my sister.

She is my cousin.

She is my aunt.

She is my friend.

She is my co-worker.

She is his mother.

She is Joe's sister.

She is Julie's cousin.

She is their aunt.

She is our friend.

She is her co-worker.

What does she do?

She is a housekeeper.

She is a doctor.

She is a nurse.

She is a supervisor.

She is a nurse's aide.

What is she doing now?

She is cleaning a room.

She is seeing a patient.

She is giving out medication.

She is telling me what to do.

She is giving the patient a shower.

What does she usually do?

She cleans rooms.

She sees patients.

She gives out medication.

She tells people what to do.

She gives patients showers.

Where ?

Place!

In _____

On _____

Near _____

Next to _____

Under _____

Over _____

Between _____

In front of _____

Behind _____

Here _____

There _____

Everywhere _____

Nowhere _____

Answer the Questions:

1) Where is the box?

_____

2) Where do you usually sit?

_____

3) Where is the book?

_____

4) Where do you live?

_____

5) Where do you sleep?

_____

6) Where is the bathroom?

_____

Lesson: How much?/How many?

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly answer questions beginning with "how much" and "how many."
2. Use "much" and "many" appropriately.

How Much? ... How Many?

How Much?	How Many?
none	one, two...
no	some
some	a few
a little	a couple of
plenty of	several
tons of	many
too much	plenty of
not enough	tons of
isn't any	a million
a lot of	too many
	not enough
	aren't any

use with	use with
coffee	books
rain	people
rice	cars
(not countable)	(countable)

---

1) How _____ ice cubes are in this glass?
2) How _____ ice do you think is on the road?
3) How _____ coffee do you usually drink?
4) How _____ cups of coffee do you usually drink?
5) How _____ gallons of water do you drink in a week?
6) How _____ water is in the tub?
7) How _____ ice cream do you want?

Lesson: Commands and requests

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Make and respond to commands.
2. Make and respond to requests.

Commands

Put

Put it away.

Put it back.

Put it on the table.

Give

Give it to me.

Give it back.

Give him your pen.

Take

Take it away.

Take it back.

Take your feet off the table.

Show

Show it to me.

Show him how to do it.

Tell

Tell me your name.

Tell the baby a story.

Get

Get me a drink of water.

Making Requests

Excuse me,.....

Please,.....

Would you please.....

May I have.....

Could you please.....

Would you mind..... (use with .....ing.)

Commands	Requests
Turn down your radio!	Excuse me, please turn down your radio.
I want the salt!	Please pass the salt.
Help me move this!	Would you please help me move this.
Give me a Coke!	May I have a Coke, please
Answer the phone!	Could you please answer the phone for me?
Quit smoking in here!	Would you mind smoking in the hallway please.

Responding to Requests

(+)

Sure, Certainly, Of course

I don't mind at all..

I'd be glad to ... No problem...

(-)

I'm sorry but...

I wish I could but...

I can't because...

Sorry, but I...

Lesson: What's wrong?/What happened?

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly ask questions about problems that might occur on the job.
2. Correctly answer questions concerning problems that might occur on the job.

What's Wrong?

What's wrong?

1. The T.V. is broken.
2. The toilet is clogged up.
3. I don't feel well.

What happened?

1. The bucket spilled.
2. The bathtub overflowed.
3. The light burned out.

Does it work?

Yes it does.

No it doesn't, it needs to be fixed.

Is it broken?

Yes it is.

No it isn't, it works fine.

Does it leak?

Yes it does.

No it doesn't. The plumber fixed the leak.

Does the faucet drip?

Yes it does.

No it doesn't. The plumber fixed it.

Lesson: Which?

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly ask questions beginning with "which."
2. Correctly answer questions beginning with "which."

Which

Which one do you want?

This one

That one

I don't want either one.

Which book is yours?

The red one is mine.

Neither one is mine.

Which way do I turn?

Turn right

Turn left

Which one is better?

This one is better.

That one is better.

Neither one, they are both the same

Lesson: When?

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Identify and use words which indicate the past tense.
2. Identify and use words which indicate the present progressive and simple present.
3. Identify and use words that indicate the future tense.

When ?

Time!

Past:

Yesterday

Last week

Two months ago

A long time ago

When I was a child

Before

Ten years ago

This morning

Five minutes ago

Present:

Present Progressive:

Now

At this moment

I am in the process of

Simple Present:

Usually

Always

Never

Every Sunday

Most of the time

Once a week

Every year

Future:

Tomorrow

Next week

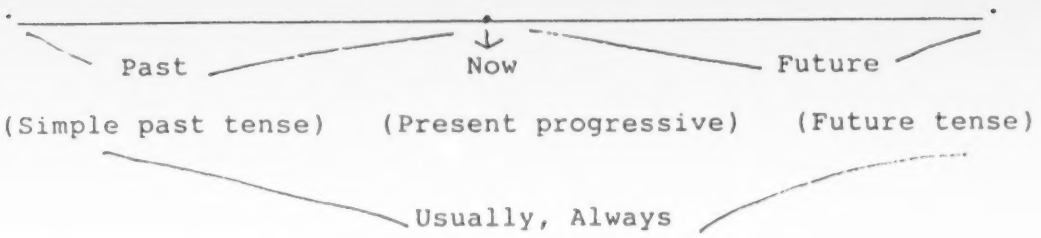
In a little while

A year from now

After

By 6:00

Soon



PAST	NOW	USUALLY	FUTURE
(ed)	(ing)		(will)
I walked	* I am walking	I walk	I will walk
You walked	* You are walking	You walk	You will walk
He walked	* He is walking	* He walk<u>s</u>	He will walk
She walked	* She is walking	* She walk<u>s</u>	She will walk
It walked	* It is walking	* It walk<u>s</u>	It will walk
We walked	* We are walking	We walk	We will walk
You (pl.) walked	* You (pl.) are walking	You (pl.) walk	You (pl.) will walk
They walked	* They are walking	They walk	They will walk

Irregular Verbs

Present	Past
see	saw
do	did
come	came
go	went
begin	began
drink	drank
swim	swam
run	ran
break	broke
speak	spoke
choose	chose
freeze	froze
drive	drove
ride	rode
write	wrote
take	took
throw	threw
know	knew
grow	grew
bring	brought
fall	fell
buy	bought
put	put
sit	sat
feel	felt
know	knew
think	thought

Present	Past
1) sweep	swept
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	
11)	
12)	
13)	
14)	
15)	

Lesson: Irregular verbs

Lesson Objectives:
Upon completion of this lesson students will be able to:

Correctly use irregular verbs.

Lesson: Questions: past, present, future

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Correctly form questions using the past, present progressive, simple present, and future tense.
2. Use tense correctly when responding to questions.

Questions: Past, Present Progressive, Simple Present, Future

Past

Did you ----------?	Did you work yesterday?
Yes, I did.	Yes, I did.
No, I didn't.	No, I didn't.
Yes, I ---------ed.	Yes, I worked yesterday.
No, I didn't ------.	No, I didn't work yesterday.
Did he ----------?	Did he clean the room yet?
Yes, he did.	Yes, he did.
No, he didn't.	No, he didn't.
Yes, he -------ed.	Yes, he already cleaned the room.
No, he didn't --------.	No, he didn't clean the room yet.

Present Progressive

Are you ----------ing?	Are you mopping the floor now?
Yes, I am.	Yes, I am.
No, I'm not.	No, I'm not.
Yes, I am ---------ing.	Yes, I'm mopping the floor now.
No, I'm not ---------ing.	No, I'm not mopping the floor now.
Is he ---------ing?	Is he eating lunch now?
Yes, he is.	Yes, he is.
No, he isn't.	No he isn't. (No, he's not.)
Yes, he is ---------ing.	Yes, he is eating lunch now.
No, he isn't ---------ing.	No, he isn't eating lunch now.

Simple Present (usually, always)

Do you ----------?	Do you smoke?
Yes, I do.	Yes, I do.
No, I don't	No, I don't.
Yes, I ----------.	Yes, I smoke.
No, I don't ---------.	No, I don't smoke.
Does he ----------?	Does he work on the weekends?
Yes, he does.	Yes, he does.
No, he doesn't	No, he doesn't
Yes, he ----------s.	Yes, he works on the weekends.
No, he doesn't---------.	No, he doesn't work on the weekends.

Future

Will you --------?	Will you work for me on Saturday?
Yes, I will.	Yes, I will.
No, I won't	No, I won't.
Yes, I'll_____.	Yes, I'll work for you on Saturday.
No, I won't _____.	No, I won't work for you on Saturday
Will he ---------?	Will he fix the sink tomorrow?
Yes, he will.	Yes, he will.
No, he won't.	No, he won't.
Yes, he'll ---------.	Yes, he'll fix the sink tomorrow.
No, he won't _____.	No, he won't fix the sink tomorrow.

Did you talk to your supervisor yet?

Does she usually eat in the cafeteria?

Are you mopping the floor?

Did he fix the leak in the shower?

Do you play the piano?

Are you working for Mary today?

Is she cleaning the bathroom now?

Do you show your I.D. to the security guard everyday?

Will she eat dinner with her family tonight?

Is she talking to her friend?

Does your father smoke cigars?

Did you show your new car to Jack?

Will you help me?

Lesson: Questions: who, when, where, why

Lesson Objectives:

Upon completion of this lesson students will be able to:

Understand when to use who, when, where, and why in question formation.

Who	Person
When	Time
Where	Place
Why	Reason

Who?

1) Who made this mess?
2) Who is responsible for this project?
3) Who is your supervisor?

When?

1) When did you put the cake in the oven?
2) When does the bell ring?
3) When do we break for lunch?

Where?

1) Where is Julio?
2) Where do you come from?
3) Where are you going?

Why?

1) Why did she leave?
2) Why is the window open ?
3) Why are the paychecks late?

Write your own questions

4)
5)
6)

Appendix

Evaluation

Teacher will evaluate the following criteria:

Employee _____

Department_____

	Initial Class	Middle Class	Final Class
Pronunciation			
Frequent mispronunciations, cannot be understood			
Some mispronunciations leading to confusion, understood if attentive			
No serious mispronunciations, easily understood			
Fluency			
Minimal response to or amount of communication			
Shows effort beyond minimum			
Elaborates responses			
Grammar			
Very little control of structure taught, making comprehension difficult			
Control of simple structures, but makes errors which occasionally obscure meaning--can correct self			
Controls most of the structures taught, but makes occasional errors that don't obscure meaning--corrects self			

Dear Supervisor:

_____ recently completed a _____ hour course in English in the Workplace. In order to evaluate our program and curriculum and to improve them, we would like feedback from you concerning the progress and/or improvement of your employee. Thank you for your time.

Did the course help the employee in the following areas:

		Yes	No	N/A	Comments
1.	Understanding verbal instructions				
2.	Asking for clarification				
3.	Understanding written instructions				
4.	Communicating in English				
5.	Reporting accidents				
6.	Understanding safety procedures				
7.	Interacting with co-workers				
8.	Receiving/understanding correction				
9.	Receiving/understanding praise				
10.	Self-confidence				
11.	Interest in work				
12.	Pronunciation				
13.	Understanding American culture				
14.	Other				

On a scale of 1 to 5, 1 being the lowest, please answer the following:

1. Were you satisfied with the training your employee received?

   1 2 3 4 5

2. Was the training course valuable to your employee?

   1 2 3 4 5

3. What recommendations you have for the next English in the Workplace class?

Thank you for your time and support. We have enjoyed working with you and your employees.

Yours truly,

Elaine Weinberg
Director
Workplace Skills Project

Student pre and post self-evaluation

Supervisors' assessment